



INDIANA  
DEPARTMENT *of*  
EDUCATION

# 2023 INDIANA ACADEMIC STANDARDS **THEATRE**

## GRADES 6-8



## Indiana Academic Standards Context and Purpose

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The Indiana Academic Standards for Grades 6-8 Theatre define what students should know and be able to do when participating in Theatre at each grade level. In alignment with the [National Coalition for Arts Standards](#), the Indiana Academic Standards for Theatre consist of anchor standards, enduring understandings, and essential questions as defined for four overall themes. These four themes are:

- Creating
- Performing
- Responding
- Connecting

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Theatre: Creating	
<b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work. <b>Enduring Understanding:</b> Theatre artists rely on intuition, curiosity, and critical inquiry. <b>Essential Question(s):</b> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
Envision/Conceptualize	
Grade 6	<b>TH:Cr1.1.6 (a)</b> Identify possible solutions to blocking challenges in a theatrical work.
	<b>TH:Cr1.1.6 (b)</b> Identify solutions to design challenges, as they relate to supporting the characters and story in a theatrical work.
	<b>TH:Cr1.1.6 (c)</b> Explore a scripted or improvised character by imagining the given circumstances in a theatrical work.
Grade 7	<b>TH:Cr1.1.7 (a)</b> Investigate multiple perspectives and solutions to blocking challenges in a theatrical work.
	<b>TH:Cr1.1.7 (b)</b> Explain and present solutions to design challenges in a theatrical work.
	<b>TH:Cr1.1.7 (c)</b> Envision and describe a scripted or improvised character's inner thoughts and objectives in a theatrical work.
Grade 8	<b>TH:Cr1.1.8 (a)</b> Imagine and explore multiple perspectives and solutions to blocking problems in a theatrical work.
	<b>TH:Cr1.1.8 (b)</b> Imagine and explore solutions to design challenges of a performance space in a theatrical work.
	<b>TH:Cr1.1.8 (c)</b> Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a theatrical work.
<b>Anchor Standard 2:</b> Organize and develop artistic ideas and work. <b>Enduring Understanding:</b> Theatre artists work to discover different ways of communicating meaning. <b>Essential Question(s):</b> How, when, and why do theatre artists' choices change?	
Develop	
Grade 6	<b>TH:Cr2.1.6 (a)</b> Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted theatrical work.
	<b>TH:Cr2.1.6 (b)</b> Contribute ideas and accept and incorporate the ideas of others in preparing or devising a theatrical work.
Grade 7	<b>TH:Cr2.1.7 (a)</b> Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.
	<b>TH:Cr2.1.7 (b)</b> Demonstrate mutual respect for self and others and their roles in preparing or devising theatrical work.
Grade 8	<b>TH:Cr2.1.8 (a)</b> Articulate and apply critical analysis, background knowledge, research,

	and historical and cultural context to the development of original ideas for a theatrical work.
	<b>TH:Cr2.1.8 (b)</b> Share leadership and responsibilities to develop collaborative goals when preparing or devising theatrical work.
<b>Anchor Standard 3:</b> Refine and complete artistic work.	
<b>Enduring Understanding:</b> Theatre artists refine their work and practice their craft through rehearsal.	
<b>Essential Question(s):</b> How do theatre artists transform and edit their initial ideas?	
<b>Rehearse</b>	
Grade 6	<b>TH:Cr3.1.6 (a)</b> Articulate and examine choices to refine a devised or scripted theatrical work.
	<b>TH:Cr3.1.6 (b)</b> Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work.
	<b>TH:Cr3.1.6 (c)</b> Explore a planned technical design during the rehearsal process for a devised or scripted theatrical work.
Grade 7	<b>TH:Cr3.1.7 (a)</b> Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted theatrical work.
	<b>TH:Cr3.1.7 (b)</b> Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
	<b>TH:Cr3.1.7 (c)</b> Consider multiple planned technical design elements during the rehearsal process for a devised or scripted theatrical work.
Grade 8	<b>TH:Cr3.1.8 (a)</b> Use repetition and analysis in order to revise devised or scripted theatrical work.
	<b>TH:Cr3.1.8 (b)</b> Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted theatrical work.
	<b>TH:Cr3.1.8 (c)</b> Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatrical work.

<b>Theatre: Performing</b>	
<b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation.	
<b>Enduring Understanding:</b> Theatre artists make strong choices to effectively convey meaning.	
<b>Essential Question(s):</b> Why are strong choices essential to interpreting a drama or theatre piece?	
<b>Select</b>	
Grade 6	<b>TH:Pr4.1.6 (a)</b> Identify the essential events in a story or script that make up the dramatic structure in a theatrical work.
	<b>TH:Pr4.1.6 (b)</b> Experiment with various physical choices to communicate character in a theatrical work.

Grade 7	<b>TH:Pr4.1.7 (a)</b> Consider various blocking and technical choices to enhance the story in a theatrical work.
	<b>TH:Pr4.1.7 (b)</b> Use various character objectives in a theatrical work.
Grade 8	<b>TH:Pr4.1.8 (a)</b> Explore different pacing to better communicate the story in a theatrical work.
	<b>TH:Pr4.1.8 (b)</b> Use various character objectives and tactics in a theatrical work to overcome an obstacle.
<b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation. <b>Enduring Understanding:</b> Theatre artists develop personal processes and skills for a performance or design. <b>Essential Question(s):</b> What can I do to fully prepare a performance or technical design?	
<b>Prepare</b>	
Grade 6	<b>TH:Pr5.1.6 (a)</b> Recognize how acting exercises and techniques can be applied to a theatrical work.
	<b>TH:Pr5.1.6 (b)</b> Articulate how technical elements are integrated into a theatrical work.
Grade 7	<b>TH:Pr5.1.7 (a)</b> Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical performance.
	<b>TH:Pr5.1.7 (b)</b> Choose a variety of technical elements that can be applied to a design in a theatrical work.
Grade 8	<b>TH:Pr5.1.8 (a)</b> Use a variety of acting techniques to increase skills in a rehearsal or theatrical performance.
	<b>TH:Pr5.1.8 (b)</b> Use a variety of technical elements to create a design for a rehearsal or theatrical production.
<b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work. <b>Enduring Understanding:</b> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. <b>Essential Question(s):</b> What happens when theatre artists and audiences share a creative experience?	
<b>Share/Present</b>	
Grade 6	<b>TH:Pr6.1.6 (a)</b> Adapt a theatrical work and present it informally for an audience.
Grade 7	<b>TH:Pr6.1.7 (a)</b> Participate in rehearsals for a theatrical work that will be shared with an audience.
Grade 8	<b>TH:Pr6.1.8 (a)</b> Perform a rehearsed theatrical work for an audience.

Theatre: Responding	
<b>Anchor Standard 7:</b> Perceive and analyze artistic work. <b>Enduring Understanding:</b> Theatre artists reflect to understand the impact of drama processes and theatre experiences. <b>Essential Question(s):</b> How do theatre artists comprehend the essence of drama processes and theatre experiences?	
Reflect	
Grade 6	<b>TH:Re7.1.6 (a)</b> Describe and record personal reactions to artistic choices in a theatrical work.
Grade 7	<b>TH:Re7.1.7 (a)</b> Compare recorded personal and peer reactions to artistic choices in a theatrical work.
Grade 8	<b>TH:Re7.1.8 (a)</b> Apply criteria to the evaluation of artistic choices in a theatrical work.
<b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work. <b>Enduring Understanding:</b> Theatre artists' interpretations of drama/theatrical work are influenced by personal experiences and aesthetics. <b>Essential Question(s):</b> How can the same work of art communicate different messages to different people?	
Interpret	
Grade 6	<b>TH:Re8.1.6 (a)</b> Research and explain how artists make choices based on personal experience in a theatrical work.
	<b>TH:Re8.1.6 (b)</b> Identify cultural perspectives that may influence the evaluation of a theatrical work.
	<b>TH:Re8.1.6 (c)</b> Identify personal aesthetics, preferences, and beliefs through participation in or observation of a theatrical work.
Grade 7	<b>TH:Re8.1.7 (a)</b> Identify the artistic choices made based on personal experience in a theatrical work.
	<b>TH:Re8.1.7 (b)</b> Describe how cultural perspectives can influence the evaluation of theatrical work.
	<b>TH:Re8.1.7 (c)</b> Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
Grade 8	<b>TH:Re8.1.8 (a)</b> Recognize and share artistic choices when participating in or observing a theatrical work.
	<b>TH:Re8.1.8 (b)</b> Analyze how cultural perspectives influence the evaluation of a theatrical work.
	<b>TH:Re8.1.8 (c)</b> Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatrical work.

**Essential Question(s):** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Evaluate	
Grade 6	<b>TH:Re9.1.6 (a)</b> Use supporting evidence and criteria to evaluate drama/theatrical work.
	<b>TH:Re9.1.6 (b)</b> Apply the production elements used in a theatrical work to assess the production's aesthetic choices.
	<b>TH:Re9.1.6 (c)</b> Identify a specific audience or purpose for a theatrical work.
Grade 7	<b>TH:Re9.1.7 (a)</b> Explain preferences using supporting evidence and criteria to evaluate theatrical work.
	<b>TH:Re9.1.7 (b)</b> Consider the aesthetics of the production elements in a theatrical work.
	<b>TH:Re9.1.7 (c)</b> Identify how the intended purpose of a theatrical work appeals to a specific audience.
Grade 8	<b>TH:Re9.1.8 (a)</b> Respond to a drama/ theatrical work using supporting evidence, personal aesthetics, and artistic criteria.
	<b>TH:Re9.1.8 (b)</b> Apply the production elements used in a theatre work to assess aesthetic choices.
	<b>TH:Re9.1.8 (c)</b> Assess the impact of a theatrical work on a specific audience.

### Theatre: Connecting

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

**Essential Question(s):** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Empathize	
Grade 6	<b>TH:Cn10.1.6 (a)</b> Explain how the actions and motivations of characters in a theatre work impact perspectives of a community or culture.
Grade 7	<b>TH:Cn10.1.7 (a)</b> Incorporate multiple perspectives and diverse community ideas in a theatrical work.
Grade 8	<b>TH:Cn10.1.8 (a)</b> Examine a community issue through multiple perspectives in a theatrical work.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

**Essential Question(s):** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

**Interrelate**

Grade 6	<b>TH:Cn11.1.6 (a)</b> Identify universal themes or common social issues and express them through a theatrical work.
Grade 7	<b>TH:Cn11.1.7 (a)</b> Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a theatre work with a particular cultural, global, or historic context.
Grade 8	<b>TH:Cn11.1.8 (a)</b> Use different forms of theatre work to examine contemporary social, cultural, or global issues.

**Anchor Standard 12:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

**Essential Question(s):** In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

**Research**

Grade 6	<b>TH:Cn12.1.6 (a)</b> Research and analyze two different versions of the same theatre story to determine differences and similarities in the visual and aural world of each story.
	<b>TH:Cn12.1.6 (b)</b> Investigate the time period and place of a theatre work to better understand performance and design choices.
Grade 7	<b>TH:Cn12.1.7 (a)</b> Research and discuss how a playwright might have intended a theatre work to be produced.
	<b>TH:Cn12.1.7 (b)</b> Examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
Grade 8	<b>TH:Cn12.1.8 (a)</b> Research the story elements of a staged theatre work and compare them to another production of the same work.
	<b>TH:Cn12.1.8 (b)</b> Identify and use artifacts from a time period and place to develop performance and design choices in a theatrical work.